

**U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 09/18/2017 02:43 PM

Technical Review Coversheet

Applicant: University of Texas Rio Grande Valley (U422B170065)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	35	35
Significance		
1. Significance	20	20
Quality of the Management Plan		
1. Quality of Mgmt Plan	20	20
Quality of the Project Evaluation		
1. Quality of Project Eval.	25	25
Sub Total	100	100
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority		
1. CPP	10	10
Sub Total	10	10
Total	110	110

Technical Review Form

Panel #2 - Civics Panel - 2 - 5: 84.422B

Reader #2: *****

Applicant: University of Texas Rio Grande Valley (U422B170065)

Questions

Selection Criteria - Quality of Project Design

1. In determining the quality of the design of the proposed project, the Secretary considers the following factors--
 - (i) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.
 - (ii) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.
 - (iii) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

Strengths:

The applicant has provided a solid description on how the project is unique, innovative, and exceptional. The use of place-based education, professional development, curriculum development aligned to TREKS, impact on American History and other examples highlight the unique features of the project. The project will involve the local community and learn about the role they play in the larger processes from their local histories. Use of this approach will stimulate and engage students to learn about their local communities and in turn improve the academic success of the students. There will be a Summer Institute that will provide professional development on various topics such as developing lesson plans, place-based education, and other relevant topics

The project will collaborate with Brownsville Independent School District (BISD), Edinburg Consolidated Independent School District (ECISD), Museum of South Texas History (MOST), the Brownsville Historical Association and the Palo Alto Battlefield National Historical Park (Palo Alto), located in Brownsville. The partnerships and collaborations will support to design and develop relevant lessons and activities in the Rio Grande Valley where the U.S. and Mexico war began and its impact on the families who lived there. The impact of the war on American History will be studied as well. Place-based education will be a focus of the professional development (PD) effort to create lessons, activities, and projects. These types of lessons on the local communities and its impact on national history, will engage teachers and enhance students' knowledge about American History. Strong letters of support are included as well.

The applicant provided solid research to support the various strategies and activities described in the project. The research included comments on offering a culturally relevant and culturally congruent teaching and learning framework to meet the needs of students. As indicated on page e39, using the local community and families as an approach for learning about learning history, civics, government, and geography will make it more meaningful and relevant to students. Additional studies found that student achievement increased when emphasizing culturally and linguistically relevant pedagogy and curricula.

Weaknesses:

No weaknesses noted.

Reader's Score: 35

Selection Criteria - Significance

1. In determining the significance of the proposed project, the Secretary considers the following factors:
 - (i) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.
 - (ii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.
 - (iii) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

The applicant has clearly described the effort at sharing and providing staff development at their local schools. The focus will be on sharing and providing materials that facilitate cultural and linguistic differentiation in the teaching and learning of American history and civics. UTRGV faculty and scholars will work with the staff to develop and integrate culturally, historically, and geographically relevant place-based content into existing school programming as indicated on page e48. This effort at building local capacity will promote the educational resources and services to make education more engaging and effective.

The applicant has shared relevant information on the improvement in teaching and student achievement. The Summer Institute, professional development, place-based education, and others demonstrate the change and improvements that will be implemented in the classroom. These strategies and activities will encourage students to draw on their communities and personal experience to become more engaged in the classroom. This will also increase academic achievement and improve the results of the state test scores.

The solid efforts at disseminating project information include the presentation at the University of Texas Rio Grande Valley (UTRGV) Festival of International and Books and Art (FESTIBA) and the Engaged Scholars Symposium held annually in the spring, symposiums, and community discussions. There will also be presentations at national, regional, and state conferences and articles in various publications.

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:
 - (i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
 - (ii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Strengths:

The applicant describes an effective and comprehensive management that will support the achievement of the objectives. On page e127-145, the applicant describes a thorough management plan that includes the date, activity and description, person(s) responsible, participants, objective, and budget items. The timelines are appropriate for the activities and the objectives appear to be achievable within the budget figures over the project during cycle.

The applicant indicated that a Curriculum Management Committee will be established to monitor and provide oversight of the project. The committee members will include representatives from the schools, the university, history and social studies teachers, and representatives from the institutions. Funding will be provided for a project coordinator at each

district, for teachers to attend the summer institute and workshops, and various professional development programs. The staff will consist of two CoPIs, one will be the Project Director (50 percent time commitment) and the other will be the Administrator (50% of their time during the summer). There are six Project Coordinators (15 percent time commitment for each), one designated for each of the following: UTRGV, Edinburg ISD, and Brownsville ISD, UTRGV Center for Bilingual Studies, Center for Mexican American Studies, and Translation and Interpretation Office, and two graduate assistants (100 percent time commitment), one designated for the Center for Mexican American Studies and one for the Translation and Interpretation Office. The allotted time committed for each appears to be appropriate to accomplish the outcomes of the project.

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. **In determining the quality of the evaluation, the Secretary considers—**
 - (i) **The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**
 - (ii) **The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

Strengths:

There will be an internal and external team of evaluators. The evaluation will include quantitative, qualitative, and mixed-methods research approaches to determine program effectiveness and areas for improvement. Quantitative data will be collected through surveys, pre- and post-test performance measures in content knowledge and other areas. The survey instruments will be valid and reliable. Assessment data on students will be collected to determine gains in achievement on state and local tests. Qualitative data will be collected on teachers' knowledge and integration of culturally relevant approaches to teaching and learning, student interest, student engagement, and student comprehension and other data collection points.

The applicant has clearly described how feedback and assessment will occur. The Community Learning Exchange (CLE) evaluative methods will be used to provide performance feedback and continuous assessment of the progress in achieving the objectives. Video recordings will be reviewed by an internal team to present the impact of the PD and identify methods for improvement.

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

1. Projects that are designed to leverage technology through one or more of the following:

(a) Using high-speed internet access and devices to increase students' and educators' access to high-quality accessible digital tools, assessments, and materials, particularly Open Educational Resources;

(b) Implementing high-quality accessible digital tools, assessments, and materials that are aligned with rigorous college- and career-ready standards;

(c) Implementing high-quality, accessible online courses, online learning communities, or online simulations, such as those for which educators could earn professional development credit or continuing education units through Digital Credentials based on demonstrated mastery of competencies and performance-based outcomes, instead of traditional time-based metrics; and

(d) Using data platforms that enable the development, visualization, and rapid analysis of data to inform and improve learning outcomes, while also protecting privacy in accordance with applicable laws.

Strengths:

The applicant provided solid examples on how the use of technology will provide rich resources to online materials specific to history of South Texas. Digital materials such as instructional guides, lesson plans, video and audio podcasts, curricula, oral histories, and others will be shared through an open access digital platform hosted by UTRGV across platforms that are multidimensional and multi-purpose. The content will be aligned to Texas Essential Knowledge and Skills (TEKS) and College and Career Readiness Standards (CCRS). The online learning resource materials will be provided in English and Spanish.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

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Technical Review Coversheet

Applicant: University of Texas Rio Grande Valley (U422B170065)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	35	32
Significance		
1. Significance	20	20
Quality of the Management Plan		
1. Quality of Mgmt Plan	20	20
Quality of the Project Evaluation		
1. Quality of Project Eval.	25	25
Sub Total	100	97
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority		
1. CPP	10	10
Sub Total	10	10
Total	110	107

Technical Review Form

Panel #2 - Civics Panel - 2 - 5: 84.422B

Reader #1: *****

Applicant: University of Texas Rio Grande Valley (U422B170065)

Questions

Selection Criteria - Quality of Project Design

1. In determining the quality of the design of the proposed project, the Secretary considers the following factors--
 - (i) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.
 - (ii) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.
 - (iii) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

Strengths:

Compelling research on the need to improve engaging, hands-on learning by teachers of at-risk students is cited as justification for the plan to focus grant efforts on teacher professional development, in alignment with Competitive Priority One.

The project, Historias Americanas, is created in the spirit of cultural proficiency and considers the high poverty and largely Spanish-speaking student clientele of the two school districts in South Texas that will be served by the grant. Substantial information about both partner school districts is provided in the grant and the entire project is tailored to their needs. Throughout the duration of the project, university scholars and faculty will be involved in school district initiatives including the celebration of Hispanic/Latino Heritage Month.

Best practices in historical pedagogy, including place based learning, are emphasized in the proposal. Local museums, National Parks Services sites, and historical associations are partnered with in this effort.

Content related to the Mexican War and the Rio Grande Valley, which may often not appear in conventional student texts, is emphasized in the project and provided to teachers. Likewise, the words of local writers such as Gloria Anzaldúa are included in the curriculum that will be developed via the project.

Innovation in student learning is considered in the project design; participating teachers will develop research-based learning activities for students using historic sites as place for students to do the work of historians.

Weaknesses:

A concrete plan for recruiting, selecting, and compensating teachers is not evident in the project proposal. The work product and expectations of teacher participants, and any academic expectations of them, are not clearly explained in the proposal, specifically in the area of participant recruitment and selection.

Reader's Score: 32

Selection Criteria - Significance

1. In determining the significance of the proposed project, the Secretary considers the following factors:
 - (i) The extent to which the proposed project is likely to build local capacity to provide, improve, or

expand services that address the needs of the target population.

(ii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

(iii) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

A plan is in place to share the product of the project on a digital platform, in a journal, at a local festival for educators, and a professional symposium, broadening the reach of the project beyond its teacher participants.

A “train the trainer” model is used where participating teachers are expected to share the new approaches and resources they acquire via the project with other teachers in their own schools, and at regional and national conferences.

This project would serve a region where 90% of public school students are of Mexican descent, and is well-aligned to the cultural and educational needs of that demographic. It is possible that making these students’ history curriculum and instruction more relevant and engaging to them could indeed improve prospects for success in school.

The project delves deep into the local history of Brownsville and Edinburg, and will improve the capacity of teachers to help students learn about their communities’ unique heritage, therefore potentially creating a sense of pride and belonging in the place where they live and attend school.

Weaknesses:

None noted.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(ii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Strengths:

Educational and historic site partners are clearly identified and were involved in the development of the project proposal, with the design of the project incorporating continued relationship-building for the duration of the grant. Letters of support from all key partners are provided in the proposal.

A curriculum management team includes representatives from the university, participating school districts, and historic sites and provides guidance over all grant activities.

The goals of the teacher summer institute are clearly outlined in the proposal.

Staffing positions including co-Project Investigators and graduate assistants are explained in the proposal. A faculty member will be able to hold a lead position in the project as the proposal requests funding for a “course buy out” to enable the professor to have adequate time to supervise the project. Resumes of key staff in the project are provided in the proposal.

A plan is in place to translate all created materials into Spanish, critical for their use in facilitating bilingual fluency and meeting the needs of students in the partnering districts.

Agendas for planning meetings are provided.

Weaknesses:

None noted.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. In determining the quality of the evaluation, the Secretary considers—
 - (i) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.
 - (ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Strengths:

Clear objectives of the project are identified, with qualitative and quantitative measurements used to track progress towards these goals.

The outcomes of teachers and students who are touched by the grant and those not involved in the project will be tracked and compared in the two partner school districts.

Specific assessments to be used for quantitative measurements are identified for student use, as well as classroom portfolios, which will be created by participating teachers for review by project leaders.

Non-traditional measurements such as stories, reflections, video documentation, and observations will be used to inform understanding of the impact of the project on participating teachers and the students who they serve.

An external evaluator who is an expert in the field of history education is identified; his work will be supported by an internal evaluation team.

Weaknesses:

None noted

Reader's Score: 25

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

1. Projects that are designed to leverage technology through one or more of the following:
 - (a) Using high-speed internet access and devices to increase students' and educators' access to high-quality accessible digital tools, assessments, and materials, particularly Open Educational Resources;
 - (b) Implementing high-quality accessible digital tools, assessments, and materials that are aligned with rigorous college- and career-ready standards;
 - (c) Implementing high-quality, accessible online courses, online learning communities, or online simulations,

such as those for which educators could earn professional development credit or continuing education units through Digital Credentials based on demonstrated mastery of competencies and performance-based outcomes, instead of traditional time-based metrics; and

(d) Using data platforms that enable the development, visualization, and rapid analysis of data to inform and improve learning outcomes, while also protecting privacy in accordance with applicable laws.

Strengths:

A digital platform will be created by the project, utilizing video, social media, and other tools to share the product of teachers' work in the project. Print materials such as oral histories will be shared with a wider audience via this digital platform.

Weaknesses:

None noted.

Reader's Score: **10**

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Technical Review Coversheet

Applicant: University of Texas Rio Grande Valley (U422B170065)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	35	33
Significance		
1. Significance	20	20
Quality of the Management Plan		
1. Quality of Mgmt Plan	20	20
Quality of the Project Evaluation		
1. Quality of Project Eval.	25	25
Sub Total	100	98
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority		
1. CPP	10	10
Sub Total	10	10
Total	110	108

Technical Review Form

Panel #2 - Civics Panel - 2 - 5: 84.422B

Reader #3: *****

Applicant: University of Texas Rio Grande Valley (U422B170065)

Questions

Selection Criteria - Quality of Project Design

1. In determining the quality of the design of the proposed project, the Secretary considers the following factors--
 - (i) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.
 - (ii) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.
 - (iii) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

Strengths:

(i) The application has demonstrated a sound approach to implement the absolute and competitive priorities (pages 1-10). The exceptional manner of implementing the absolute priority lies in use of the innovative place-based education process in partnership with the Title I school districts in South Texas. The project includes providing professional development summer institutes and follow-up workshops for teachers; creating culturally and linguistically relevant supplemental curricula; and building innovative teacher leaders who will provide peer staff-development. The project focuses on ELL students and provides geographical relevant historical location to create place-based pedagogies aligned to the state and national standards (page 6).

The competitive preference priority implementation includes the use of the Historias Americanas Digital Platform and utilizing popular online platforms such as Weebly, Wordpress, Youtube and Facebook. The project will also align the materials and supplemental materials to the state and common core standards, and use of Engaged Scholars Symposium (pages 3-4).

(ii) The application has adequately addressed the partnership component of the project (pages 10-19). The application has listed pertinent partners such as the Brownsville and Edinburg school districts. The application has provided the information about the districts that demonstrate the need for special interventions for the target schools. For instance, the Brownsville district is predominantly Hispanic and ELLs students, and the Spring 2017 campus assessment survey of the teachers indicated that 70% of the respondents believed they needed more professional development in technology integration, and more support to meet the needs of special education students, and provide differentiation of instruction. The students have also lower achievement standards, especially in social studies (page 15). The project will also partner with the Museum of South Texas History, the Brownsville Historical Association and the Palo Alto Battlefield-National Historical Park to support project activities (page 16-17).

(iii) The project is developed on some strong research-based practices with an underlying theoretical framework of "subtractive schooling" (pages 11-23). The application discusses studies such as that by Sobel, Smith and Guajardo that call for a more culturally relevant curriculum and instruction for ELL students, especially, Hispanic children. The project also seek to develop a sense of belonging, value and self-worth in teaching history (Takaki, 2008). The application has also demonstrated studies that support the educational progress and development of students involved in culturally relevant curriculum.

Weaknesses:

(i) & (ii)

(iii) While the application has provided strong support for culturally relevant curriculum and instruction (pages 19-23), except for a brief mention of the place-based education on page 1, the application has not provided research support for place-based education in the teaching of history and civics.

Reader's Score: 33

Selection Criteria - Significance

- 1. In determining the significance of the proposed project, the Secretary considers the following factors:**
 - (i) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.**
 - (ii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**
 - (iii) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.**

Strengths:

(i) The application has provided a detailed discussion on how the project will enhance the potential of teachers from the target school districts (pages 23-27). The application will offer an opportunity for schools, teachers, and students to bridge the gap between the traditional narrative of American history and the local, familial and regional histories of the local area that is culturally reflective and linguistically sensitive. The professional development will be incorporated into existing school programming, cultural activities, and events. The project will also focus on summer institutes and workshops that will potentially impact the students in their academic standards. The application seeks to build the local capacity of teachers and resources.

(ii) The application has adequately addressed the question of magnitude of results in the context of project objectives (pages 27-30). For instance, the project seeks to develop, implement, and profit from a professional development program. The application seeks to utilize the micro-macro framework to study specific historical events and use the Community Learning Exchange model. The participants will be exposed to historical scholars and develop unique perspectives to history. The project will seek to as many teachers as possible. Table 1 on pages e150 to e152 has provided details of the impact and scalability of the project that establishes the extent of project magnitude.

(iii) The application has discussed adequate methods of project dissemination (pages 30-33). The application will use a coordinated plan to widely disseminate the materials with the use of the Historias Americanas Digital Platform (HADP) that will be accessible to school district students. The HADP will be a depository for all the materials developed. The project will offer graduate course credit for a certificate program that will help motivate the participants. The project information will be disseminated in presentations at the Festival of International and Books and Art and the Engaged Scholars Symposium. The application has also identified regional and national conferences that will be the target for presentations, as well as pertinent journal such as Rio Bravo: A Journal of the Borderlands for publication.

Weaknesses:

(i), (ii) & (iii) No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

- 1. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:**
 - (i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**
 - (ii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

Strengths:

(i) The application has provided a detailed project implementation plan (pages 35-38). The application has provided a sound plan for project set-up and kick-off. For instance, the dates for grant kick-off and project management meeting are established, and the application has clearly indicated the members of the management committees. The application has discussed the planning of summer institutes, and follow-up workshops. The application has also discussed the roles of the principal investigators and other key project personnel in the project implementation. For instance, the various coordinators will be in charge of specific curriculum and instruction planning (pages 38-40). On pages e137 to e149, the application has provided detailed time-line or project implementation with time-bound outcomes. Page e154 provides detailed project staff and responsibilities that provide details of project implementation.

(ii) The application has discussed extensively discussed the time commitments of the key project personnel (pages 38-40). For instance, among the two Co-PIs, one will be a project director (for 50%) and the other as the project administrator (for 50%). The application has provided detailed description of various project involvement such as that of the professor and Director of Translation and Interpreting Office (50%), and the hiring of an assisting doctoral student. The time commitments of the project administrative staff are adequate to plan, organize and implement the project.

Weaknesses:

(i) & (ii) No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation**1. In determining the quality of the evaluation, the Secretary considers—**

(i) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Strengths:

(i) The application has indicated that a balanced internal and external evaluation process (pages 40-44). For instance, the internal evaluation will be led by a Co-PI and the external evaluation will be led by a professional history scholar. The application has the use of multi-point evaluation using objective performance measures and use of mixed-methods. The application discusses effective methods of collecting quantitative and qualitative data. For instance, the project will collect pre and post-test performance data measures and use district and state standards such as the STAAR assessments to measure project impact. Qualitative data includes use of structured and methodical observations and classroom portfolios. The project evaluation includes regular meetings between the project staff and evaluators (page 44).

(ii) The application has indicated a detailed plan to gather and provide performance feedback and permit periodic assessment of progress (pages 44-46). The application has indicated the use of Community Learning Exchange evaluative methods that will provide extensive performance feedback and continuous assessment of progress as that includes dynamic iterative evaluation process. A professional organization such as the Center for Mexican Studies will help in content evaluation of culturally relevant materials. Pages e146 to e148 have provided a detailed plan of project evaluation activities and measures and the effective involvement of project staff, evaluators and professionals to provide comprehensive evaluation system.

Weaknesses:

(i) & (ii) No weaknesses noted.

Reader's Score: 25

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

1. Projects that are designed to leverage technology through one or more of the following:

(a) Using high-speed internet access and devices to increase students' and educators' access to high-quality accessible digital tools, assessments, and materials, particularly Open Educational Resources;

(b) Implementing high-quality accessible digital tools, assessments, and materials that are aligned with rigorous college- and career-ready standards;

(c) Implementing high-quality, accessible online courses, online learning communities, or online simulations, such as those for which educators could earn professional development credit or continuing education units through Digital Credentials based on demonstrated mastery of competencies and performance-based outcomes, instead of traditional time-based metrics; and

(d) Using data platforms that enable the development, visualization, and rapid analysis of data to inform and improve learning outcomes, while also protecting privacy in accordance with applicable laws.

Strengths:

The applicant has adequately addressed competitive preference priority through the following strategies (pages 2-4):

(a) The application has indicated the use of high-speed internet access by using the Historias Americanas Digital Platform (HADP) that will be a multi-dimensional, multi-purpose platform that will utilize resources such as Weebly, WordPress, YouTube and Facebook. The HADP will be a depository for the project information and also be an encyclopedia like source for the teachers.

(b) The application will use contents and learning that are aligned to the state standards and common core national standards of American history and civics as well as the English Language Proficiency Standards.

(c) The project will implement high quality accessible online learning resources for the project. The application includes providing the participants graduate course credit for a certificate program offered, including a professional development credit for participating teachers (page 32).

Weaknesses:

No weaknesses noted.

Reader's Score: 10

Status: Submitted

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